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ABSTRACT

Prepared for outreach projects of the Handicapped Children's Early Education Program, the manual presents information on developing an efficient yet thorough training workshop to teach others to replicate a program. Twelve steps are described: (1) identifying model components (grouping according to chronology, personnel involved, etc.); (2) defining model components; (3) gathering information (resource folders, bibliography); (4) brainstorming training content; (5) reviewing training content; (6) developing performance objectives (helpful formats); (7) generating a presentation outline (common ways of organizing an outline); (8) selecting interest elements (verbal, visual, interactive interest elements); (9) conducting a needs assessment; (10) developing an agenda; (11) developing an opening and closing; and (12) evaluating the workshop (self-evaluation, participant evaluation, knowledge testing). Sample agendas and evaluation checklists are included. (CL)

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HOW TO CONDUCT A TRAINING WORKSHOP

By
George Jesien
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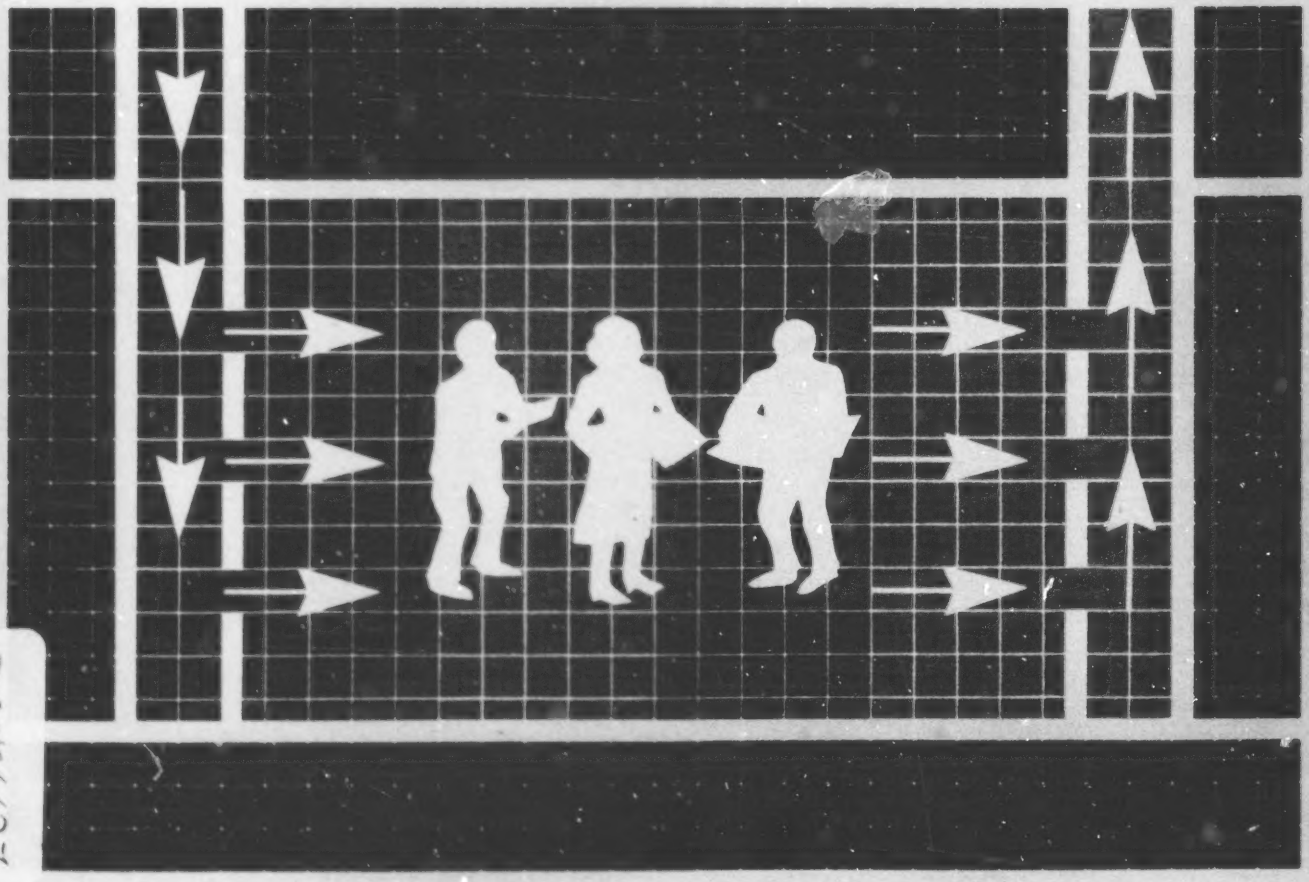
Barbara Wolfe



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TADS

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EC173082

TADS

The U.S. Department of Education (through SEP and its RFP 82-043 and contract award) charged TADS to provide information services to assist HCEEP Outreach projects in three primary areas:

1) to develop and streamline Outreach product development, packaging, and distribution capabilities;
2) to support Outreach efforts involving communication strategies and relationship building with local and state agencies;
3) to respond to field-initiated needs or concerns with ideas that relate to the Outreach mission.

According to SEP, information services will be provided mainly through the preparation and distribution of two series papers per year. Ideas for topics and contributors are most welcome.

* * *

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September 1984

INTRODUCTION

You have developed, implemented, tested and refined your model for two or three years. Your staff has grown adept at carrying out model-based procedures and works efficiently to meet the needs of your clients. You may have presented your program description at conferences or professional conventions or may have hosted visitors to your program. But as your project moves toward Outreach, new tasks confront you. How will you train others to do what you so successfully have done? How will you transfer the benefits of your experience to persons or groups with different experiential backgrounds, parent agencies, and clients?

Encapsulating all aspects of your program for presentation in a two- to five-day training workshop is no simple task. Your model probably contains several special features and takes a multi-faceted approach to working with different clients. Staff members have assumed a variety of roles and responsibilities and have developed strong relationships with the other agencies that provide services to your families. How will you capture this complexity in a workshop for others who want to acquire the necessary skills and knowledge to implement your model? This paper will assist you in that process by presenting information and suggestions to guide you from conceptualization to implementation of a training workshop.

Working with children and parents on a day-to-day basis, and teaching others how to work with children and parents, are two distinct activities. Most of us with model programs have had ample training in how to work with our clients. Few of us, however, are prepared to train our own peers and colleagues. Contrary to what many persons think, the role of an HCEEP Outreach trainer is actually much closer to the role of a trainer in industry than to the role of a university professor or practicum supervisor. In the role of professor or supervisor, we might expect to have our students for an extended period of time -- i.e., a semester or more -- and to develop a relationship in which our evaluations of the students have an impact on their progress. As Outreach trainers, on the other hand, we typically interact with workshop participants for a shorter period of time -- usually only 2 to 5 days. In most cases, the participants have completed their professional training; they are not evaluated with regard to workshop performance, nor are they graded on what is taught or presented. Our ongoing contact with a replicating project

is limited, encompassing at most only a follow-up visit or two, some phone contact, or a newsletter.

For all these reasons, the training workshop must be efficient and thorough, yet flexible enough to meet the needs of participants with a variety of program backgrounds. Like most industrial trainers, Outreach trainers attempt to set up model procedures that will produce quality service in local programs. Thus, the initial training should waste little time; it should provide participants with all the information necessary to implement model components and to establish procedures for further development and adaptation to local needs.

The twelve steps below will help guide you in developing your workshop:

1. Identify Model Components
2. Define Model Components
3. Gather Information
4. "Brainstorm" Training Content
5. Review Training Content
6. Develop Performance Objectives
7. Prepare Presentation Outline
8. Select Interest Elements
9. Carry Out a Needs Assessment
10. Develop an Agenda
11. Develop an Opening and a Closing
12. Evaluate the Workshop

STEP 1. IDENTIFY MODEL COMPONENTS

Your first and perhaps most crucial step is to break your model into separate modules or components whose sum equals the entire model program. The modules you identify will later become the basic units of the training workshop. To identify these components, step back and observe the program in operation. What happens to a child or family as they enter the program? Note the processes that occur as they move through the program. Do readily apparent steps emerge? A flow chart of the process may help identify these steps and their sequence.

Since there are many different types of model programs, it is difficult to say how components or modules should be organized. In some of the more typical approaches, components are grouped according to:

- Chronology: Components are organized by sequence; that is, what happens first, second, third, and so forth, to a family or child entering the program (e.g., identification, assessment, curriculum planning, etc.);

- Type of activity: Modules are grouped by the type of process involved (e.g. intake, service delivery, evaluation, review, program management, etc.);

- Recipient of service: Components are divided to reflect which group or individual receives the principal benefits (e.g., services to children, services to parents, etc.;) and

- Type of personnel involved: Modules are defined by the category of personnel who participate (e.g., developmental specialist, language pathologist, outpatient therapist, etc.)

Depending upon your program, one of these approaches should help you identify your model components. The component titles that result from this process can be used as principal topic headings for your workshop. (Keep in mind that this initial list will probably be longer than the final list of components, since unnecessary modules can be dropped later.)

STEP 2. DEFINE MODEL COMPONENTS

After your model components have been identifed, you may wish to write a brief description of each one. Indicate what actually happens during each program component by describing such things as who does what to whom, when, and for what purposes. This step not only defines the procedures used by your model, but helps you define the outcomes or skills expected of those trained in the model. Your description of a parent component might read:

> When a family is referred to or contacts the program, the parents are interviewed by the Parent Coordinator (PC). The PC administers a family assessment and works through a goal-setting exercise. During the first month of contact the PC and the parents develop a list of service options that may include home visits, a classroom program, day care, individual or group counseling, support group, or crisis intervention. Together, they develop an action plan that identifies respective responsibilities, services to be delivered, and necessary resources. Staff and parents periodically review the action plan, which is modified as needed. Goal statements are jointly reviewed and assessed three times per year.

STEP 3. GATHER INFORMATION

The third step is information collection. For each program component you have identified, build a resource folder that contains pertinent journal articles, chapters from texts, and any other relevant information, including

descriptions of similar components in other programs. Maintain a bibliography on each component topic as you build the file; it will provide you and the training staff with a valuable resource for years to come.

By completing this step you will: learn what others have done in this area, make sure your procedures are current, and have an opportunity to compare your program's procedures with those used in other models. The information in this file will become especially valuable for trainers as they work with various adopting programs and agencies. In addition, it will provide you and your trainers with a broader base of expertise and with a better understanding of the alternatives available to adopting agencies.

Information collection can be accomplished in three to six weeks if you assign staff members to research and duplicate relevant information on specific topics. Time should then be set aside for staff to read and discuss this information. One project, for example, designated three weeks during which staff will read and summarize their research before any work is done to develop workshop content. Comments received by this project long after the process was complete indicated that their research and reading period had contributed to the overall richness and breadth of the training program. Since project procedures have already been defined (in steps 1 and 2) this research effort can focus more directly on the model components. In addition, some of what staff read and retrieve during this effort will be used later as supplemental material for the training workshop.

STEP 4. "BRAINSTORM" TRAINING CONTENT

Once you and your staff have completed the research and reading phase, it is time to regroup for brainstorming. The brainstorming sessions should focus on the basic question, "What do our trainees need to know to carry out the activities or procedures in each component?" You and your staff may find it most effective to have more than one brainstorming session and tackle only two or three components per session. Transcribe your ideas onto flip charts, then narrow the possibilities by prioritizing. Use this resulting list as an initial content outline for each section of the workshop.

STEP 5. REVIEW TRAINING CONTENT

The content of each component should be reviewed carefully by your project staff and, if possible, by individuals outside the project. A review will let you:

- narrow the content to include essential elements only,
- make sure the content is relevant to each component heading,

° pinpoint and fill in any incomplete information, and
° verify accuracy of all information.

STEP 6. DEVELOP PERFORMANCE OBJECTIVES

Having completed the previous steps, you are ready to develop a lesson plan. Performance objectives are the primary elements of your lesson plan. These objectives, which will later be the basis of your evaluation, should define your expectations for the training workshop. They are the goals to which you should direct your training activities.

Performance objectives should be formulated in a consistent manner. A format proven helpful to many programs considers three basic elements:

1. The Behavior: Describes in measurable, observable terms what is to be done,

2. The Conditions: Describe the context or circumstances of the behavior/performance, and

3. The Degree of Proficiency: Provides a standard or criterion against which successful completion of the performance can be judged.

Examples of performance objectives might include the following:

° Upon completion of the parent involvement component, trainees will state five of the seven reasons presented for including parents in periodic service planning sessions.

° In at least two role-playing sessions with fellow trainees, each participant will administer the Goal Setting Scale and prioritize long-term goals.

° Given the "Parental Concerns Worksheet," trainees will identify at least two community resources relevant to each area of concern.

Developing good performance objectives during the planning stages will help you select appropriate workshop activities, allocate time and other resources properly, and develop meaningful evaluations. In addition, presenting your trainees with a list of the workshop objectives will give them a good preview of what they will be learning and what preparation will be necessary for the training.

STEP 7. GENERATE PRESENTATION OUTLINE

The outline is the next element you must consider. Begin by listing the main points you intend to cover, then fill in the details. Your outline entries should help participants achieve the performance objectives you have targeted. The presentation outline should move point-by-point in a logical sequence that proceeds directly from the beginning of the subject matter to the end. No more than three or four main points should be introduced during a 30-minute period. Some of the more common ways of organizing an outline are discussed below.

Simple to Complex. Begin with the elementary and move to the more involved. This provides the opportunity for a review of any prerequisite skills that may be needed before new material is presented. This approach is especially useful when working with adults who have had a long absence from a formal academic setting.

General to Specific. Establish a general theme or principle as a starting point, then move to specific examples. This approach, which enhances retention by providing a framework on which to build new information, is especially useful for theoretical information.

Concrete to Abstract. Use physical observations and experiences to build an understanding of broader concepts. This approach is useful when presenting difficult material and may be especially helpful for trainees who are unfamiliar with some of the material.

Chronological. Organize familiar content according to order of occurrence. Useful for conveying cause-and-effect relationships, the chronological approach is easy to implement and is a comfortable method for most people.

Your choice of approach will depend upon the type of material to be covered, the overall relationship of the components presented in the workshop, and the educational and experiential background of the trainees. A good guideline to follow: The longer your trainees have been away from formal educational experiences, the more likely it is that you will need the concrete-to-abstract or simple-to-complex approach.

The complete outline for any program module or component should include a beginning, which states the objectives and describes what material will be covered; a middle, which includes all the material needed to accomplish your objectives; and an end, which summarizes and highlights key points of your presentation. Such an outline reinforces and reiterates your material so participants may better absorb the subject matter. Many trainers find this old training adage helpful: "Tell your trainees what you are going to tell them -- tell them -- then tell them what you told them." An outline with a well-defined beginning, middle, and end accomplishes this.

STEP 8. SELECT INTEREST ELEMENTS

Once you have identified your objectives, the points you will cover, and their sequence, you are ready to bring the outline alive. Each main topic in your outline requires some type of verbal, visual, or interactive interest element to reinforce your message and maintain the attention of your audience.

Verbal Interest Elements

Questions, anecdotes, analogies, jokes, and quotes allow you to draw upon your own experience, using illustrative material that reinforces and brings home your credibility as a trainer. In addition, questions from you to the trainees let you gauge their understanding and allow them to demonstrate their expertise.

There are two types of questions -- closed, requiring one "correct" answer, and open, allowing many possible responses and opinions. The closed question, which should be used sparingly, is a good review method. Direct closed questions to the entire group so that no one person is put on the spot, and everyone can get the benefit of the summary. Open questions are the most productive. They arouse interest, stimulate thinking, keep the lesson on track, provide feedback, and help participants apply what is learned to their particular situations.

When planning questions, keep these tips in mind:

- Plan your questions ahead of time.
- Keep each question concise, clear, and directed to one topic.
- Address a question first to the entire group; then, if you wish, direct the question to an individual. This keeps everyone mentally alert. (Don't put people on the spot.)
- Don't interrupt your respondent's answer. Give positive feedback after the response and, if necessary, restate the main points.
- If you get no response, restate the question by breaking it down into smaller parts. (You may also lead the person to the answer by giving an example or a choice of possible responses.)
- Once a question is answered, redirect it to other participants for additions or modification.

Visual Interest Elements

This category of "attention grabbers" includes handouts, overhead transparencies, slides, flip charts, motion pictures, filmstrips, and videotapes. Visual interest elements are excellent tools for simplifying and reinforcing your instructional materials. When using visual aids, make sure they are:

- planned and prepared well in advance, especially if your format is sophisticated or complex;
- relevant to your learning objectives;
- simple and uncluttered -- eliminate unnecessary words, highlight key points only;
- reviewed in advance to make sure they are clean, operative, and in the correct order; and
- designed and positioned so they can be easily seen by the persons seated farthest from them.

Practice using the visual aid ahead of time. Nothing detracts from a presentation more than visual aids that don't work, are disorganized, or seem to overwhelm the presenter. When you use slidetapes, films, videotapes, or filmstrips, alert participants so they know what to watch for in advance. You might provide a note-taking guide to be filled in and used for discussion later; you may also stop the presentation at strategic points for group discussion. Don't become a slave to your visuals. Good audiovisual presentations should use no more than one-third of your total presentation time.

Interactive Interest Elements

Another way to highlight important points is through interactive interest elements (also called "experiential learning elements"). These elements rely on the theory that participants retain more information when they take an active role in the learning process. To achieve optimal learning, trainees should participate in some type of interaction or learning activity every 20 to 30 minutes.

Many methods may be used to draw participants into the Outreach training experience. Some of these methods are described here.

- Field trips - Planned experiences that allow group members firsthand investigation of a site or situation. On-site Outreach training often includes a field trip to a demonstration site.
- Case study - A brief description that gives reality to an abstract idea by putting it in the context of a specific or real-life situation. Case studies are used to help learners write individual education plans, analyze family situations, or plan intervention strategies.
- Buzz groups - Groups of two to six obtained by breaking up the larger workshop group. Buzz groups may solve problems, brainstorm ideas, or carry out an activity. Each group may report its findings, suggestions, etc., to the larger group.

- Brainstorming - Technique to generate ideas or solutions for a problem. Participants usually contribute anything that comes to mind; judgement or evaluation is suspended for the duration of the session.

- Games - Activities that simulate real-life situations, add interest, or reinforce other materials presented in the workshop.

- Behavior Modeling - Technique in which an audiotape or skit is used to demostrate the correct way to handle a situation. Trainees then practice what was modeled by participating in a role play. (A structured feedback sheet may be used to give trainees feedback on their interactions).

For more information on these methods and on interactive methods not discussed here (such as self-assessment, role playing, behavior modeling, "fish-bowl," and writing activities), please refer to the resources section at the end of this paper.

STEP 9. CONDUCT A NEEDS ASSESSMENT

To achieve the best results possible, tailor your workshop to meet the specific needs and characteristics of each agency you train. You will need to conduct a needs assessment before training to discover these needs and unique traits. The needs assessment may be a written form filled out by participating agencies or it may be a list of questions you ask over the phone. In either case, the purpose of the needs assessment is to give you information about the training situation you will be entering and the individuals involved. Use this knowledge base to plan the agenda that works best for your group.

A needs assessment should focus on five major concerns: Why, who, when, where, and what.

- Why. Determine why the agency or individual is interested in your model. Are they interested in replicating your entire model, or just certain components? Do they want to know how to use the products you have developed? Perhaps they are looking at a number of models before making their decision.

- Who. Define the audience you will address. How many participants will you have? Will they be parents, professionals, administrators, ancillary service personnel, paraprofessionals, or community members? What is their professional and educational background? What do they already know about your model?

- When. What are the dates and times of your workshop? How long should each day last? What break times and lunch hours will you establish?

- Where. Where will the workshop be located? Will you have access to a large room with adult-sized tables and chairs arranged to your specifications? Do the facilities meet all your audiovisual equipment needs?

- What. Are there particular subjects your participants would like you to emphasize? Do they have special problems or concerns they would like you to help them address during the workshop?

Answering these questions during the planning stages of your workshop will help you write an agenda tailored to the needs of your group.

STEP 10. DEVELOP AN AGENDA

With the completion of your needs assessment, you are ready to draw up an agenda. Although agendas will differ according to the needs of your training groups, all workshop agendas should include these elements:

- A schedule that indicates the starting, ending, lunch, and break times for each day of the workshop. Check your schedule with the host program to determine their preferences and the usual hours of their work day.

- Session topics, learning objectives, learning methods, and approximate scheduling for each topic. This will give participants an overview of the workshop activities you have planned.

Figure 1 on page 11 is a sample portion of an agenda containing these elements. To spice up an agenda, you might build it around a theme which is used throughout the workshop. This allows trainers to revitalize a workshop and to devise creative motivating strategies. For an example of this technique, see Figure 2 on pages 12 and 13.

With the completion of your workshop agenda, two important steps remain: developing an opening and closing for your workshop and evaluating the workshop training.

STEP 11. DEVELOP AN OPENING AND CLOSING

Opening the Workshop

Plan a dynamic opening that sets the tone for the rest of your workshop. The opening should:

- gain favorable attention for the trainer and establish the trainer's credibility

Figure 1
Sample Portion of Agenda

Outreach Training Agenda
Jefferson County Special Education Service District
October 4-7, 1984

Trainers: Barb Wolfe and George Jensen

Monday, October 4, 1984

8:30 - 9:15	WORKSHOP INTRODUCTION Discussion of participants' interests and concerns.
9:15 - 9:45	OVERVIEW: Screening, Diagnosis, and Educational Assessment Slide Tape.
9:45 - 10:00	SCREENING I State the correct definition and verbally express the rationale for screening. State characteristics of a good screening tool.
10:00 - 10:15	BREAK
10:15 - 11:30	SCREENING II Review testing techniques and critique a videotape of an educational screening being administered.
11:30 - 12:00	DIAGNOSIS Choose the correct definition of diagnosis and express rationale for diagnosis.
12:00 - 1:00	LUNCH
1:00 - 1:15	EDUCATIONAL ASSESSMENT I Choose the correct definition and verbally express the rationale for educational assessment.
1:15 - 2:15	EDUCATIONAL ASSESSMENT II Receive information necessary to administer a curriculum checklist during a role play.
2:15 - 2:30	BREAK
2:30 - 3:30	EDUCATIONAL ASSESSMENT III Develop guidelines for determining if a child should be referred for further evaluation based on assessment information and observation.

*Assignment: Carefully read and review the case study. Formulate your ideas of the child's and family's strengths and needs and how you will share this information at a meeting.

Figure 2

"Theme" Agenda

Trip Itinerary
Grand Junction, Wisconsin
Journey Dates: September 12-13, 1984
Conductors: Outreach Staff

Trip Schedule - Day I

0900 - 0945 hours	Boarding and Departure Our trip will begin with objectives for the workshop, expectations for passengers and conductor, an ice breaker, and introduction to Travel Logs.
0945 - 1000 hours	Training Overview - "The Orient Express" We will take a brief journey on the "Orient Express" from which you will see a brief history and an Overview of the I.S.P. process with a view of how training components fit together.
1000 - 1100 hours	Introduction to the Training Guide Format Our journey will continue with a sightseeing trip through the Training Guide. You will see how it is organized, how it is intended to be used, and the types of skills your staff can learn as a result of its use.
1100 - 1200 hours	Sample Activities from the Training Guide We will side track before our noon time whistle stop to the rationale section of the Training Guide.
1200 - 1300 hours	Whistle Stop for Lunch
1300 - 1600 hours	Games and Learning Centers We will continue down the track with a more in-depth excursion through the Training Guide. Passengers will participate in games and activities designed to provide a look at the Guide's content and format.
1600	Take a rest stop for the evening.

Figure 2 (continued)

Trip Schedule - Day 2

0830 - 1000 hours — Adult Learning Principles
We will get back on the Training Techniques track with a look at the difference between adult and child learning, some basic principles of adult learning, and completion of a Training Style Inventory.

1000 - 1200 hours — Basic Training Techniques
Our travels will take us to an overlook point where we will get our first view of basic training techniques. The techniques we will see will help passengers to do better presentations for their staffs back home.

1200 - 1300 hours — Whistle Stop for lunch

1300 - 1430 hours — Difficult Situations
We can run out of steam when we encounter unexpected situations. This portion of the trip will give passengers strategies for dealing with problems.

1430 - 1530 hours — How to Guarantee Results After the Session Is Over
Needs Assessment, evaluation, follow-up, and several other strategies for ensuring positive training results will be explored as we chug toward our final destination.

1530 - 1600 hours — Wrap-Up
The final leg of our journey will be devoted to devising a Back Home Plan. There will be time for questions and planning. We will then disembark, bid farewell and return to our home stations to use the information we learned on our journey.

- put participants at ease
- introduce and provide an overview of the workshop
- establish guidelines for the sessions
- urge participants to consider the important WIIFM question (What's In It For Me?).

To accomplish these tasks effectively, the opening of a workshop -- particularly a workshop scheduled for more than a single day -- usually includes several activities.

1. Ice breaker. This is any technique used to make sure that participants get to know one another so they can function more effectively as a group. An excellent source of ideas for ice breakers is the Encyclopedia of Ice Breakers (see resources section for more information on this publication).

2. Agenda preview. Discuss the agenda in detail, particularly the objectives and activities. Show how activities were planned to meet the needs of this group (as determined by the needs assessment).

3. Participant goals. Ask participants to state at least three goals they wish to obtain through the workshop. This helps them focus more fully on their reasons for participating and provides more direction for the trainer, who must be flexible enough to incorporate these goals and/or to give more emphasis to topics of special interest. (A review at the end of your workshop will determine whether participants feel their goals were met.)

4. Expectations. Prepare a list of ground rules or expectations for participants and trainers. Post the list for future reference. (Before posting your ground rules, be sure the group agrees to follow them.) A set of workshop ground rules might include:

PARTICIPANTS WILL:	TRAINERS WILL:
1. Ask questions.	1. Answer all questions to the best of their ability or research the answer and respond later.
2. Be on time.	2. Begin sessions on time.
3. Complete all written assignments.	3. Give feedback on assignments.
4. Accept responsibility for their own learning.	4. Create an environment where learning is possible and where material is readily available and easily understood.

5. Housekeeping. Discuss housekeeping guidelines for everyone's comfort: coffee breaks, lunch hours, location of restroom facilities, coffee and snack availability, smoking rules, etc.

While you may not conduct opening activities in this order, you will find that taking the time to prepare and present a comprehensive opening will pay off with a more effective workshop.

Closing the Workshop

Devote the final portion of your agenda to a closing that reviews what has been covered, leaves participants on a positive note, and increases the likelihood of on-the-job implementation, and provides evaluation for the workshop. Closing activities include:

1. Personal action plans. This is one of the most widely used methods for increasing the likelihood of on-the-job follow through. At the end of the workshop (or, if time allows, at the end of the each training day), trainees should complete an action plan to identify in specific, measurable terms what new behaviors will be applied on the job. For example, "increase parent involvement" is vague and difficult to monitor; but "contact each parent at least every other week" can be measured -and therefore is more likely to be attempted. These action plans may then be shared with others. You may wish to keep a copy of each trainee's action plan and mail this copy to the participant as a three-month follow up. Or, use the action plan to monitor progress during a later visit.

2. Resource access. Trainers need to leave participants with resources for feedback and support: provide your phone number if you are needed for future problem solving; prepare audio cassettes of key information for trainees' use; or distribute a list of reference materials that will provide further information on workshop topics. Another valuable resource is the group itself. Ask participants to exchange phone numbers or addresses. You may wish to take an active role in this ongoing support network by creating a "chain" newsletter for swapping ideas, sending follow-up information on topics of interest, or making periodic calls to monitor progress and provide support.

3. Recognition for participation. End the workshop on a positive note by recognizing participation of the trainess. You may present attractive certificates that list the subject matter covered, the dates of attendance, and names of the participants and trainers. You may wish to write a letter to each of your trainees thanking them for their active involvement, and then send a copy to their supervisors. Or, you may arrange for Continuing Education Units to be awarded for workshop attendance.

STEP 12. EVALUATE THE WORKSHOP

The final step to consider is your workshop evaluation. Evaluation is critical because it provides the information needed for modifying objectives and activities to better meet the needs of participants in future workshops.

The evaluation process can be divided into three parts: self-evaluation, participant evaluation, and knowledge testing. All three are necessary for effective, comprehensive feedback.

- Self-Evaluation: This process of critiquing yourself to determine your success and effectiveness should be done soon after completion of the workshop. In evaluating your performance, look not only at areas for improvement, but examine also the positive aspects of your performance. Figure 3 on page 17 provides an example of a self-evaluation checklist. After answering the questions, you will have a clearer picture of how things went and, more importantly, how to prepare for the next session.

- Participant Evaluation: Your trainees are a valuable source of constructive criticism. The evaluative information they provide can help you improve future workshops. Some questions for obtaining valuable feedback might include:

  -- How useful were the workshop materials?
  -- How well-defined were the learning objectives?
  -- Were the learning objectives accomplished?
  -- How useful were the audiovisuals and other training aids?
  -- How well-prepared and effective was the trainer?
  -- How effectively was time allocated?

A typical evaluation form is shown in Figure 4 on pages 18-20. This form is simple to complete, yet provides good feedback.

- Knowledge Testing: You may wish to include formal testing as part of your workshop. The need for testing is determined on the basis of how much written and verbal feedback you receive from your participants during the training. If you decide not to use formal testing, you may wish to have at least an informal summary and discussion session to tie up loose ends and to determine whether or not learning objectives were met.

One way to accomplish a lively and interesting comprehensive review is to devise a game of Jeopardy based on material presented in the workshop. Divide your group into teams that respond to questions in various training-related categories. Team members may use their notes and handouts for reference, and prizes can be awarded for correct responses.

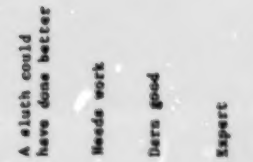
If more formal testing is desired, you should keep several points in mind. Knowledge evaluations, or tests, should:

- measure how well the learning objectives were met.

- be as objective as possible.

Figure 3

Self-Evaluation Checklist*



Materials

1. Was my material appropriate for the group?
2. Was it well organized?
3. Did I make the objectives known?
4. Did I explain and emphasize main points?
5. Did I achieve my workshop objectives?
6. Were my visual aids effective?
7. Were my handouts adequate?
8. Did I summarize?
9. Were the activities of value?

Presentation

1. Did I secure the attention and interest of the participants?
2. Did I give a coherent presentation?
3. Did I motivate the group?
4. Did I establish rapport with the group?
5. Did I encourage everyones' participation?
6. Did I use simple understandable correct language?
7. Did I use a variety of voice and tones?
8. Were my gestures meaningful?
9. Did I say "ah" or "er" or use words such as "well" and "now" excessively?
10. Could I be heard and understood?
11. Did I stimulate discussion?
12. Did I use proper questioning techniques?
13. Did I make the best use of the time available?

Post-Course

1. Were the training objectives achieved? To what degree? If not, why not?
2. Were the learner's expectations met? How do I know?
3. What were some indicators of changes in knowledge, skills or attitudes?
4. What training methods worked well? Which ones were not successful? Why?
5. Were the facilities and equipment satisfactory? How might they be improved?
6. What improvements can be made in the materials?
7. What <u>two</u> things can I improve for next time?

*Source: John S. Randall, <u>Training and Development Journal</u>, December, 1978, page 31. Copyright c 1978, <u>Training and Development Journal</u>, American Society for Training and Development. Reprinted with permission. All rights reserved.

Figure 4

"Training for Trainers" Workshop

Final Evaluation

Please rate the Training for Trainers workshop according to how well you felt the overall workshop objectives were met.

	No			Yes
To become familiar with the content of the Training Guide.				
To learn how to use the Training Guide to conduct your own workshops.				
To learn effective training techniques.				
To practice newly-learned skills.				
To gain confidence in your ability to train your own staff.				
To receive feedback and encouragement.				
To develop an action plan for implementation back home.				

* * * * * *

Figure 4 (Continued)

	Not at all				Definitely
I got as much out of this workshop as I expected I would.					
I feel the information presented in this workshop will help me in my job.					
I would recommend that other educators attend this workshop.					

* * * * *

What did you like best about this workshop?

If you were to begin the workshop all over again, how would you want it to be different? Please make suggestions for improvement.

Additional Comments:

Please rate the overall workshop as an educational experience.

_____excellent _____good _____fair _____poor

Figure 4 (Continued)

Please rate the trainer(s) skills.

DID THE TRAINER(S):

1. state clear objectives?
2. sufficiently answer the questions you asked?
3. demonstrate thorough knowledge and understanding of the subjects discussed?
4. effectively use audio-visual materials?
5. individualize to meet your needs?
6. speak clearly and to the point?
7. respect the experience and perceptions of the participants?
8. maintain a challenging but comfortable pace for learning?
9. give well-organized presentations?
10. enthusiasm assist your learning?

- be administered before and after the workshop so results are more directly related to program impact.
- help participants assimilate the information that was presented.
- provide results that will help improve the training program.

A comprehensive evaluation will help you effectively review and modify your workshop design so that each subsequent Outreach training experience is more effective and relevant than its predecessors. Each evaluation should be viewed as a source for new information and ideas to be tried in your next workshop.

* * * * *

The hallmark of successful training is an ongoing responsiveness to your trainees' needs and thorough planning based on sound, data-based decision making. We hope the twelve-step outline presented in this paper will guide you as you collect, organize, and present information that is useful to the widest possible spectrum of model programs and client agencies.

ADDITIONAL RESOURCES

Professional Organizations

American Society for Training and Development (ASTD)
600 Maryland Avenue, S.W.
Suite 305
Washington, DC 20024

Toastmasters International
2200 N. Grand Avenue
Santa Ana, CA 92711

Periodicals

Training and Development Journal
ASTD
600 Maryland Avenue, S.W.
Washington, D.C. 20024

Training Magazine
731 Hennepin Avenue
Minneapolis, MN 55403

Publications

Craig, R.L. (Ed.). Training and Development Handbook (2nd ed.). New York: McGraw-Hill, 1976.

Davies, I.K. Instructional Technique. New York: McGraw-Hill, 1981.

Davies, L.N. Planning, Conducting and Evaluating Workshops. San Diego: Learning Concepts, 1974.

Forbes-Greene, S. The Encyclopedia of Icebreakers. San Diego: Applied Skills Press, 1980.

Goad, T. Delivering Effective Training. San Diego: University Associates, Inc. 1982.

Gordon, T. Leadership Effectiveness Training. New York: Wyden Books, 1977

Knowles, M. The Adult Learner: A Neglected Species (2nd ed.). Houston: Gulf, 1978.

Newstrom, J.W. and Scannell, E.E. Games Trainers Play. New York: McGraw Hill, 1980.

Training and Continuing Education - A Handbook for Health Care Institutions. Hospital Research and Education Trust, 840 N. Lake Shore Dr. Chicago, IL 60611, 1970

TADS

The Technical Assistance Development System

A program of the Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill